

Keep Your Eye On The Birdie!

G. C. C. Presents *Bye Bye Birdie*

What do you do with a six-foot Birdie? Put him in a musical, of course, and mix well with various teen-agers, reporters, neighbors, policemen, Shriners, and assorted kooks. The result in this case is *Bye Bye Birdie*, the wonderfully wild and hilarious musical-comedy, now being rehearsed by the music-drama group at G.C.C. with Mr. Clifford Symonds, Director, at the helm.

Bye Bye Birdie relates the riotous adventures of Conrad Birdie, a rock 'n roller who has been drafted into the army. Manager Albert Peter-

son is the brains behind Conrad, and Rose Alvarez is the brains behind Albert. She comes up with a scheme in which Conrad is to give a lucky member of his fan club "One Last Kiss" and warble a song of the same name. Complications arise with the girl's family, her newly-pinned steady, and Albert's mother. You'll want to see the play and find out how the dilemma is solved.

Bye Bye Birdie is scheduled to be presented May 21 and 22 at the Turners Falls High School auditorium.

The cast features: George Sibley (Albert), Maryanne Palin (Rose), Jim Frigon (Conrad), Theresa Hinkell (Mae), Sandy Reagan (Kim), Richard Thayer (Mr. McAfee), Daniel LaRose (Hugo), Pat Jones (Ursula), Susan Howes (Mrs. McAfee), Bruce Yukl (Mayor), and Penny Roberts (Mrs. Merkle).

The teen-agers are: Terri King, Sharon Jacobs, Sherrie Spooner, Candy Minott, Donna Gray, Chris Degregario, Ginger Rudinski, Diane Thurston, Nancy Reed, Linda Traceski, Bob Thibault, Norm McLeod, Steve Raymond, Jim Tetrault, Ray Bodick, Vicki Makarewicz, Kathi Smith, Lois Gal-

legher, Bette Shovan, Eileen Cembalisti, Linda Elmer, Linda McCarthy, Fay Czarnecki, Lonna DeRose, and Tom Rogers.

Rounding out the adults roles are: Joanne Ostrowski, Linda Maver, Norma Stratton, Marie Lambert, Laurie York, Carolyn Reum, Sophie Nowak, Elaine Matuszek, Pamela Edwards, Patrice Marceau, Edward Burleigh, Sylvia Bullard, Lou Grader, Millie Tassinari, Chet Chapin, Pat Griffin, Andy Bullard, and Leonard Desautels.

The production staff consists of Beth Foster (prompter), Robert Gymrek (props), Beverly Donelo, Jackie Bleakley

(make-up), Ginny Sneido (art work), Norman Hall (lighting).

The band includes: Mrs. Doris Hodges, Ray Waterman, Fritz Stadig, Claude Kenny, Bob Dewey, John Coombs, Jane Abbott, Mary Demerski, and Linda Siteman. These people may be supplemented with students already accepted for next year's freshman class.

Mr. Symonds himself is no stranger to *Bye Bye Birdie*, having worked with the summer stock company headed by George Gobel as Albert. He reports nearly 60 people interested and involved in this production with new names being added to the list almost daily.

A great script, a great crew, a great guy holding it together. — How can we miss?

George Sibley



PROMETHEUS

*He gave man speech, And speech created thought,
Which is the measure of the universe.*

Volume III Issue 4

Greenfield Community College

March 1965 — April 1965

Miss Doris Franklin Resigns Position

Resignation of Miss Doris Franklin, chairman of the department of nursing at Greenfield Community College, has been announced. She will leave at the end of the year.

Miss Franklin is planning to return to Teachers College, Columbia University to complete requirements for her doctor of education degree.

She came to Greenfield two years ago and was responsible for organization and direction of the G.C.C. nursing program. This two-year program, leading to an associate degree and an R.N. license, is the only state-supported program of its kind in Massachusetts.

In addition to acting as department chairman, Miss Franklin has also taught or assisted in all nursing courses

at the college and Franklin County Public Hospital, the major clinical resource for the nursing program.

Miss Franklin received her diploma in nursing from the Brooklyn Hospital, B.S. in education from Hunter College, New York City, and master of an arts degree from Teachers College, Columbia.

She is chairman of the educational administrators, consultants and teachers, Dist. 1 of Massachusetts Nurses Association, and is a member of the National League of Nursing.

She is chief nurse of the 139th Aero Medical Evacuation Flight of the N.Y. State Air National Guard and holds the rank of captain in the USAF Reserve.

and Mr. Schneider entertained the visitors with folk singing and playing. By the end of the evening, quite a number of people had gathered round to join in.

Council members in charge of planning were Gary Alden of Shelburne Falls, Marion Bliss of Montague Center, Gerry Quadrino of Greenfield, Paul Abbey of Northfield, and Dan LaRose of Northampton. Serving were Stan Dobosz of Turners Falls and Sherrie Spooner of Greenfield.

Refreshments were served by a general committee made up of first year secretarial science students, under the direction of Mrs. Shirley Evans. Pouring were Marion Purington of Colrain, and Patricia French of Athol, and Annette Sak, Jo-Ann Phillips, and Carol Pasciecnik, all of Greenfield.

Students also assisted in the preparation and operation of some of the science displays. Among them were Michael Rainville of Heath, Marvin Michalak of Shelburne Falls, Robert Savage of Millers Falls, and Elaine Diamond, and Paul Luippold, both of Greenfield.

Marion Purington



See you at the Spring Weekend
April 30, May 1 & 2.

Professor Robart Hosts Tour Of The British Isles

Professor Robart of Massachusetts Bay Community College has organized a most unusual tour of the British Isles for the staffs of the eight Community Colleges. The tour will leave Boston June 9th and return June 20th. Students over twenty-one are also eligible. The total cost includes all major expenses and most minor ones. A fixed price has not been determined as yet because the number of people going has not definitely been fixed, but approximate costs are as follows:

For the basic 17 day British Isles Tour	\$629.00
With 4 day London extension	\$677.00
With 4 day Amsterdam/Paris extension	\$737.00
With 4 day Paris/Lisbon extension	\$707.00
With 4 day Madrid/Lisbon extension	\$757.00

A complete itinerary will be available shortly to interest faculty and staff members (and students over 21). It is a most exciting tour as you will quickly see from the itinerary. Professor Robart would appreciate hearing from you promptly if you are interested. Hope to be aloft on the 9th!

Please write or telephone LA 7-4859 any evening after 7 P.M.

Greenfield Community College Escapes "Knowledge Factory" Status

From the recent student revolt on the University of California campus at Berkeley, one issue has seemed to emerge. What is the purpose of higher education? The bitterness of students who accuse the Administration of treating them as faceless cogs in the gigantic machinery of the "multiversity," indicates a growing revulsion against bigness.

Yet bigness is characteristic of everything in today's mass society — industry, labor, government and entertainment as well as education. In an increasingly technological era of overburdened facilities, bigness is inescapable.

What the Berkeley students are protesting against is the equally inescapable subservience of education to technology and government. In the "knowledge factory" education must serve the demands of society first. The individual's needs are secondary. Thus, the student experiences a sense of loss of identity. In a time when a College degree is nearly imperative, the student feels himself the unfair victim of a squeeze play between the pressures of society and his deepest inner desires for personal fulfillment. He may tend to see total commitment as the only solution.

On the other hand, President Clark Kerr points out that Berkeley offers such wide opportunity for diverse cultural activities that many students feel overwhelmed and cannot decide in which to involve themselves. He feels that the University properly fulfills its responsibility in making these activities available. It is the student's place to choose.

But on what basis can the student make such a choice? Confronted by so much, overwhelmed by the sheer size and complexity of the institution, separated from the faculty by "uninterested teaching assist-

ants or graduate students, left to puzzle out his own situation, the student must wonder what purpose his education is serving. Old values have been torn down and new ones not yet firmly erected. Without close human relationships in the larger community, he lacks a sense of direction. Without the opportunity through contemplation to integrate intellectual knowledge with his deepest personal impulses, he cannot hope to emerge a mature individual.

How does this problem affect us?

Here at G.C.C. we do not have the complication of bigness. We are fortunate in being able to establish intimate relationships with members of the faculty. We are afforded ample time to seek advice and assistance outside class. We are allowed to proceed at our own pace without being penalized. While cultural activities on our tiny campus are limited, we can avail ourselves of the wide variety at the University of Massachusetts. In effect, we have some of the best advantages of modern education.

However, if our education is to help develop sensitivity to human values, clarity of thought and maturity of judgment in us, we must also seek personal commitment. This need not be in the distant future, with the Peace Corps or the Vista Volunteers. We have the opportunity right here in our own Franklin County area, to become personally involved in civil rights, in the war against poverty in efforts for better mental health, and greater employment. One of the best projects I think we could engage in would be a summer tutorial program for needy grammar and high school students. If this is successful, perhaps we could organize voluntary, part-time projects throughout the scho-

(Continued on Page 4)

Open House Held

On Monday night, February 15, G.C.C. held an open house for all interested individuals in the community. Under the direction of Mrs. Elizabeth St. Clair, head of the social department, committees were formed, and the event was carried out very successfully. Student guides led groups on tours of the building. We understand that one unfortunate individual lost his group of 12 somewhere in the vicinity of the second or third floor. All points of interest were visited — even the Snack Bar, where one person innocently inquired if the cigarettes in the vending machine contained marijuana.

After this strenuous hike upstairs and down, our visitors were brought to the auditorium where the first-year secretarial students served coffee and cupcakes. Nursing students were in another room doing dishes.

In one corner of the auditorium, Nancy Reed, Paul Abbey,

Do You Call This Discipline?

Congratulations to the faculty for bringing discipline to the college by banning the cutting of classes. Though few institutions of higher learning in the United States have this policy, we should be proud that our college is one of the few. Unfortunately, I think that the ruling is not pervasive enough, though it is certainly on the right track.

It might be a wise idea if the faculty were to incorporate into their decision an outline for a school uniform which each instructor could inspect before he began his class. While inspecting the uniform, he could check behind students' ears to make sure they had washed, check their shoes to make sure they were properly shined, and check students' nails to see they were correctly manicured.

Along with this, faculty members could take turns telephoning students each morning to make sure they were

out of bed, greeting them with a friendly "good morning" to start off their day with a smile. This same telephone service could be adopted in the evenings when faculty members could call students to ensure they were tucked in their beds by 9 o'clock.

Another suggestion would be the handing out of diet questionnaires each day for the student to take home to be filled out by his parents to ensure that the student was eating the right nutritional foods. Members of the faculty could also don traffic officer uniforms during busy traffic hours to aid students in crossing the street safely.

Though not made explicit by the current regulations, students ought to be made to bring notes from their mother, explaining absences from classes, and in times of prolonged illness, notes from a qualified physician.

We could all learn more from the Bible, where in Proverbs 22:6 it is stated: "Train up a child in the way he should go and he will not depart from it."

Norman Hall

What Does The Future Promise?

Sorry to bother some of you people but would you at least, for the sake of your own skin, allow a hard-headed pessimist to expound about the general mess the cities of America are in?

Urbanization is threatening to deprive most of the population of every right they were ever endowed with. For one thing the right to live a healthy life. How can man maintain a healthy life with polluted water, polluted air, and polluted morals? How can a man even begin to be an individual with a whole aura of mass control over him?: mass communication, mass consumption, mass values, and mass social influence i. e. "sameness". Where will man play in the future?

The future promises man more leisure time than he has ever had before — but where will he spend it? Idle land, parks, and even waterfronts are being rapidly turned into highways, parking lots, and huge skyscrapers. Private transportation is choking the very life out of cities. Every man wants to own his own automobile and wants to be able to go anywhere he pleases with it. Because of this, public transportation is virtually coming to a stand-still. The call is for more consumption

— the pressure to buy is immense. Government control is becoming stronger and stronger. *Men are machines running machines.* They are insignificant parts and when they wear down, they are thrown out and replaced.

The preceding is only a fraction of the problems that face man now, and in the future. The social problems are multitudinous; the awareness of the problems, minute. What can 325 students do to help solve even a few of these problems? At the very least — become aware of the situation, then pray for small miracles!

David Buell



No Cuts Allowed!

PROMETHEUS

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Let's Be Human --- Let's Be Different

We have all heard the well-known phrase "to err is human," but I wonder how many of us have stopped to think that "to be different is human." As college students it is true enough that we are in search of the lamp of knowledge. However, all of us are in search of something else — ourselves. This is in itself an education. The quality of being "different" (as I have crudely put it) is specifically tied in with this introspection. By being "different" I mean a special kind of non-conformity, an ability to think and act for ourselves. On the other hand, let's not all grow beards and sit around on Saturday nights communicating with our bongo drums. We must conform to society in order to be accepted by it. In other words, we can be "different" within the limits of society.

I am sure that every one of us realizes that conformism is a necessity in order to get along in life. This is evidenced in laws, dress and certain values as dictated by the majority. The snack bar incident has more than proved my point in regard to law. Without conformity to law, all is chaos. Also certain occasions call for certain types of dress. Imagine the sophisticated gentleman at a cocktail party with white tie, tails, and bermudas! Things like that just aren't done. There is no sane reason why this man cannot wear bermudas except the fact that society (which incidentally is not always sane) says no. Like it or not our poor hero must conform or be quietly placed in a nicely padded cell.

When it comes to the inner workings of the mind, however, no one should be able to reach in and scramble our thoughts to read a "proper"



The Multivocalists

rack. If after careful examination. Our thoughts must be our own and they must be original. In short, individuality is the key to personality. Now I'm not saying that we should go around disagreeing with everyone simply to be obstinate. I am saying that we should use that thing on our shoulders as something besides a hat

tion of a situation or problem, our opinion differs from another's, let's not be afraid to say so and act accordingly. We are not simple dummies in a department store window. We are highly complex human beings. Let's be human — let's be different.

Mary Call

Though This Be Madness, Yet There Is Method In't

Only a madman would undertake the life of the college commuter, only a madman and a few wise souls.

The first condition that today's college-bound student establishes with his family is that college means any college outside of commuting distance. For him college has become synonymous with dorm life, late bull sessions, independence, and a social life which could not possibly be appreciated by the commuter. On the other hand, the commuter's life has come to mean parking headaches, wasted traveling time, limited activities, and a high school-like environment lorded over by parental rulings.

Because of such attitudes, the potential college student neglects or stubbornly ignores the possible advantages of not living away from home.

One of the obvious advantages of living at home is the reduction in expenses. Here is an opportunity to have room and board at a minimal cost. Add to this saving the reduced expenses of the nightly snack, the daily nibble, and the weekly laundry, and you have neatly eliminated several major college expenses.

A second advantage of living at home is the absence of dorm distractions. Traditional dorm pranks and gabfests are difficult to ignore. Dorm restrictions and the occasional incompatible roommate complicate study habits even more. Thus, dorm life may not be as attractive as it first seems.

The independence which the college student craves may prove to be a mixed blessing. Newly found independence has a way of corrupting study habits along with one's better judgment. In this case the value of independence seems debatable. Again, independence may only serve to confuse and to dishearten the immature student.

Those students who think that living at college has something to do with stimulation to study may feel that this is a justifiable reason for boarding away from home. Actually it is not. Most of the stimulation and challenge comes directly from the faculty. Therefore, the commuter stands just as much chance of being challenged and having his imagination stretched as does the boarder.

The final and most potent argument of the pro-boarder is that the commuter lives in an undesirable high school-like environment. Again this is true only to a certain extent. The commuter lives at home just as the high school student does, but here the similarity ends. As far as atmosphere, classes, and responsibility are concerned, the difference is immense between the high school student's life and the college commuter's life.

The college-bound student who defines college as any college outside of commuting distance may be denying himself several advantages. He is ignoring many possibilities. Such ignorance is costly.

The average business executive in this country spends 11.3 hours on the phone.

On an average, only one dog in six million reaches stardom in movies or TV.

The average car in this country is six years old.

The average citizen consumes 87 pounds of fresh fruit and 17.7 pounds of candy in a year.

The People With Tough Hides And Warm Hearts

Superficially, it may appear easy to enter the Peace Corps. it is not. All applicants must fill out a five page volunteer questionnaire, successfully complete a Peace Corps exam and train from two to three months at a training site before being finally assigned to any one country. The primary reason for this intensive screening is to ascertain whether you are right for the Peace Corps and if the Peace Corps is right for you. If the applicant survives this screening, he then must be placed in a job and country where he will "belong" and where he will be able to make the most use of his previous training. Generally speaking, most volunteers have completed 2 to 4 years of college. But there are also graduate students, professional people and married couples. Specific skills are required, of course, and the knowledge of a foreign language is helpful. For example, a home economist being sent to Chile will be trained in Spanish during her training period. If she already has studied the language, consideration of this will probably result in her being placed in a job with no English-speaking co-workers. However, wherever the Peace Corps volunteer is sent, at the end of two years he can usually speak the language of

the country with considerable fluency.

Other basic qualifications include good health, an acceptable past employment record, an age of at least 18 years and a genuine willingness to help less fortunate people.

The opportunities to serve in any country are numerous. A good example is Brazil. Needed are: Agricultural extension workers, general farmers, home economists, construction engineers, architects, social workers, 4-H club leaders, audio-visual aids technicians, weaving and leatherwork technicians, cooperative technicians.

Obviously the Peace Corps has been such a success and promises to be more of one in the future because many skilled, intelligent and willing people have joined hands to fulfill the needs of people in many parts of the world. The Peace Corps is many things to many people — an organization, a symbol, a humanitarian act. But Peace Corps Director Sargent Shriver has a definition that combines many separate ones. He says the Corps is "people who want to give, people who are not afraid of a challenge, people with tough hides and warm hearts."

Pamela Metaxas

Mrs. Eleanora Johnson Exhibits Canvasses At G.C.C.

Twenty canvasses by Mrs. Eleanora M. Johnson of North Amherst are on display in the Greenfield Community College auditorium. Included in the show are portraits, still-lives and scenes, most of them in oils with a palette knife technique.

Mrs. Johnson, a designer of greeting cards and note papers, studied at the Massachusetts College of Art and at the Beaux Arts School in France. She has won the Mitton Gold Medal prize from Jordan

Marsh, four national honorable mentions at Ogunquit, Me., and several firsts for water colors in various shows. She is a member of the Deerfield Valley Art Association, the Springfield Art League and the Rockport Art Association.

A specialist in portraits, Mrs. Johnson has done paintings of Col. William Clark for Hokaido University in Sapporo, Japan; Prof. Frederick Loomis, in the Amherst College Museum, and Walter Ebensezer Dickinson, in Barcelona, Spain.

Next month the college will feature the work of John Townsend, member of the art department at the University of Massachusetts.

A Unique Adventure: Conrad Aiken

With the death of T. S. Eliot, one major poet stands out above his contemporaries: Conrad Aiken, an intimate friend of Eliot's.

Aiken's earliest published works established him as a poet of great skill and sensitivity. But, like Eliot, a shy man, he remained aloof from the many fashions of prose and poetry which dominated the highly dynamic period of the 1920's and 30's. He developed his own personal style, rich in musical imagery and complexity.

The two major influences in his work are Eliot and James Joyce. "The Love Song of J. Alfred Prufrock" and "The Waste Land" established a new temper in modern poetry, a

new, disturbing rhythm. Aiken adapted his own individual style to this new method.

From Joyce, Aiken seems to have borrowed the "stream of consciousness" technique which he used admirably in "The Coming Forth By Day of Osiris Jones." The most interesting relationship between Aiken and Joyce, however, appears in their short stories. Each author produced a superb volume of short, skillful prose. Several of Aiken's tales contained in "Among The Lost People" bear a striking resemblance in theme and treatment to those by James Joyce in "Dubliners."

Although he is not as noted an innovator as T. S. Eliot and

James Joyce, Conrad Aiken is an author of great subtlety, sensitivity and perfection. His beautiful story, "Silent Snow, Secret Snow" is a masterpiece. Its poetic rhythm imagery, fantasy and symbolism arouses a quiet compassion in the reader for the painful metamorphosis of a young boy emerging from the child's tiny universe, wrapped in dreams, into the terribly real world of manhood.

For those who find poetry a unique adventure, a volume of Collected Poems by Conrad Aiken awaits you on a shelf of our College Library.

Dorothy Parrott

EDITORIAL

A Three-Point Challenge

In 1918, following World War I, Woodrow Wilson made a memorable appearance before Congress. In his address he outlined a 14-point plan which he believed would lead to an equitable and lasting world peace.

In 1947, at the conclusion of World War II, John Marshall inaugurated a plan which provided for economic assistance for the countries of Western Europe.

More recently, in October, 1962, President Kennedy addressed the nation on a seven-point plan designed to guarantee the safety of the people of the Western Hemisphere.

The following is a challenging three-point plan, not intended to solve world problems, but to set us on a road of understanding. It is a three-point plan which can lead to brotherhood among men, the progress of mankind, and a peace within ourselves.

First, we must become more aware of our fellow man. As we mature our part in world affairs must also grow. For example, no longer can we only read in newspapers and magazines of the desperate oppression which exists in parts of the world today.

The conditions pictured in *The National Geographic* are real, not figments of the imagination. Walter Lippman's essay, "Poverty in the Midst of Plenty," is fact, not fiction.

We must face this problem of poverty and find a solution. The Peace Corps, domestic and abroad, is a beginning, with it we have a foundation to build upon. We must reinforce this foundation with our immediate concern.

The Cuban crisis challenged President Kennedy's ability to preserve peace among nations. Our challenge is to strive for the harmony of mankind. Racial discrimination has remained an acute problem within the United States, a problem which has frustrated youth and Congress with equal intensity.

By widespread acceptance of other races, our generation can end segregation. By a continuous effort we can break down the barriers of racial discrimination and work for brotherhood among men.

Thirdly, we must endeavor to achieve self-control and individual maturity. Man can release the power of atoms, cure countless diseases, and

build space rockets, but he cannot control his own passions.

Because we find it more and more difficult to shake ourselves free from chains of selfishness, petty jealousies, and pangs of insecurity, we should attempt to be alone part of each day in an effort to mature. Thoreau emphasized the importance of being alone with nature in *Walden*, when he wrote: "We need the tonic of wildness . . . We can never have enough of Nature."

Just as Wilson wanted to substitute reasoning for force in settling disputes, we can substitute an awareness of the whole world for our confining cocoons which we have spun with threads of prejudice and greed. Like Marshall who provided food for the physical hunger of Europe, we can provide food for our minds stunted by indolence.

Just as Wilson, Marshall, and Kennedy depended upon others of past experience in carrying out their plans, so we too must use past experience as a guide in our efforts to meet this challenge.

No plan can really lead us to brotherhood among men, the progress of mankind, and a peace within ourselves; only we can really do this — we, ordinary human beings.

Do You Exist Or Live

Are we giving the world everything that we've got, or are we moving from day to day in the state of lethargy — drifting, moving only by the force of others?

Living is many things — giving, *forgiving*, trying, failing, and *starting over again*, always looking for happiness.

Happiness is being thankful for the little things. Existing is waiting for the big thing.

Living is worth the struggle; "trying everything once", opening our eyes, looking, thinking, analyzing, knocking on every door, and pursuing every interest. Finally, living is doing what we want to do, and using our knowledge to its best advantage.

Living is an opportunity, a privilege, and a challenge.

To exist is like a stagnant pool — to live is like a roaring, bubbling brook.

Elaine Matuszek

Newman Club Underway

Organizational Meeting Planned

G.C.C. may have its own branch of the Newman Club, a religious organization for Catholic students in colleges and universities throughout the United States.

In other schools the primary purpose of the club has been to discuss doctrines in relation to changing times. It is an opportunity for reassurance in faith. The clubs also sponsor religious retreats, instruction in Catholic doctrine, and social activities.

The Newman Club received its name from Cardinal Newman, a famous and influential British religious leader of the last century. Cardinal Newman, who was first associated with the Church of England and later with the Roman Catholic Church, is well known for *The Idea of a University Defined and Apologia Pro Vita Sua* (Apology for His Life).

Some students have already indicated interest in the organization. Others who are interested are asked to contact Elaine Matuszek. Plans for an organizational meeting are being made.



Quoth The THOG!

Do you recognize these?

1. "I fled Him down the nights and down the days: I fled Him down the arches of the years;"
2. "So full of shapes is fancy, that it alone is high fantastical."
3. "We sailed a cruise on a summer sea, I and a skull for company, I, in the stern, our course to turn, And it on the prow to grin at me."
4. "there is a love which casts out fear and is as strong as Death!"
5. "They went to sea in a sieve, they did; In a sieve they went to sea:"
6. "... please sir, I want some more."
7. "Tyger, tyger burning bright, In the forests of the night, What immortal hand or eye Could frame thy fearful symmetry?"
8. "Henry Wirz: . . . crushed by the weight of the wall timbers when they made the mistake to burrow directly under those logs . . ."
9. "I went to turn the grass once after one Who mowed it in the dew before the sun."
10. "Much have I travell'd in the realms of gold, And many goodly states and kingdoms seen . . ."
11. "In Xanadu did Kubla Khan A stately pleasure-dome decree"
12. "Land, land O land! Whichever way I turn . . ."

(Continued on Page 4)

On the average, one out of two persons in the United States can't swim.

Verbosity

My voice is void of verbosity
For my thoughts have such
velocity . . .
No tongue can gasp
No pen can grasp . . .
As a zephyr adrift in the pine
Does silently 'round boughs
entwine
and echoes thundering
emotion
in the soft syllables of
peace.
Hear my voice in the enshroud-
ing tranquility
of an echo-less forest . . .
Breathe deep the essence of
dreams
For dreams are voiceless ec-
stasies
of hidden thoughts . . .
in the inanimate velocity
of sleep . . .
No need for verbosity . . .
think deep.

THE THOG!

(Continued from Page 3)

Answers:

1. Francis Thompson "The Hound of Heaven."
2. William Shakespeare "Twelfth Night, Act 1, Scene 1."
3. Edward Rowlands Sill "Despair and Hope."
4. Walter Casella "Death Takes a Holiday."
5. Edward Lear "The Jumbies."
6. Charles Dickens "Oliver Twist."

7. William Blake "The Tyger."
8. Saul Levitt "The Andersonville Trail."
9. Robert Frost "The Tuft of Flowers."
10. John Keats "On First Looking Into Chapman's Homer."
11. Samuel Taylor Coleridge "Kubla Khan."
12. Walt Whitman "Out of the Cradle Endlessly Rocking."

Sylvan Announcement Of Spring

Sprouting fiddleheads
Release spring's laced
finery. . .
Green ferns unfurling.

This utter silence
Reverberates the beating
Of two hearts . . . dear
spring!

Bead of dew glistens . . .
Welcomes the dawn . . .
Blinks farewell
As a tear of dusk.

White birches bowing.
Too humble to stand in their

Own magnificence.
Sudden stillness here.
Moonbeams echo through
darkness . . .
Gone the young woodcock!

An average of 300 million
copies of 8,000 daily newspap-
ers are sold throughout the
world on any given weekend.



Male?
Female?

G. C. C. ESCAPES—

(Continued from Page 1)

lastic year, in cooperation with
various social and civic agen-
cies.

Certainly such individual
commitment cannot but add
dimension and meaning to our
years of higher education. In
order to face the endless chal-
lenge of the mass society; in
order not to become just a
faceless cog in some gigantic
machinery, we must be able
to answer that all important
question: Education for what?

Dorothy Parrott

The average American
downs 217 soft drinks in a
year.

Stephen Hamilton Exhibits Water Color Paintings

Twelve water color paint-
ings by Stephen Hamilton
constituted the February dis-
play in the auditorium at
G.C.C. The works encompassed
a variety of subjects.

Mr. Hamilton is a member
of the Deerfield Valley Arts
Association, the Valley Water-
color Society, the Academic
Art Association; and he is
president of the Amherst Art
Center. He exhibits regularly
with these organizations.

Mr. Hamilton is a native of
Conway, educated in New Sa-
lem and at U.M. He received
his first instruction in water-
color under Clarence Coombs
at the University. Miss Eliza-
beth Fuller of Deerfield en-
couraged him to enter the field
of creative painting and gave
him criticism and instruction
over a period of several years.
Other area artists, including
Robert Strong Woodward of
Buckland, helped him in his
early years of painting.

For over thirty years now,
he has been painting, exhibit-
ing, and selling his work quite
regularly.

His home and studio are in
Amherst. He teaches painting

at Stoneleigh-Prospect Hill
School in Greenfield and also
in the Amherst Art Center
program.

In 1938-39, he spent a win-
ter painting in Labrador. He
went there again in 1941-42
for over a year, and he has
had six summer trips since.
One of these trips was at the
request of the Canadian Air
Force to do a set of murals
for the Canadian Officers'
lounge at Goose Bay.

The Grenfell Association ar-
ranged an exhibition of his
paintings at the Alpine Club
Gallery in London in 1947. In
recent years there have been
five exhibitions of his work in
Montreal, sponsored by the
Grenfell organization there.
The Comerford Gallery in New
York gave him two exhibi-
tions; and in 1958, Columbia
University gave him a one-
man show.

His other activities include
directing the Amherst Boys'
Club, and organizing and di-
recting the exhibits in the
Massachusetts Building at the
Eastern States Exposition for
the Massachusetts Department
of Agriculture.

Where Have You Been Hiding Lately?

Where is this thing called
school spirit? Why do we
emerge from hiding to make
an 8:30 class only to retreat
again after the last class is
done? Why is it that the num-
ber of students present at
school social functions is next
to nonexistent? Only you the
students can answer such ques-

tions. I would, however, sug-
gest the old worn out but ever
so appropriate adage that one
may get out of an experience
exactly what he puts in. Social
activities are an integral part
of the college experience. See
you at the next dance?

Jim Thompson

DR. HAROLD TOY

OPTOMETRIST



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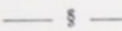
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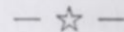
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